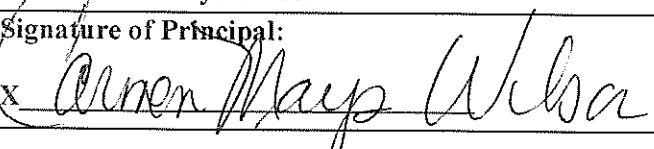# Osborn Upper

LEA Application Part II

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Osborn Upper School of Global Communications and Culture 02855	District Name and Code Detroit Public Schools 82010
Model for change to be implemented: TRANSFORMATION	

School Mailing Address: 11600 E. Seven Mile Road Detroit, Michigan 48205	
Contact for the School Improvement Grant: Name: Amy Metcalf Position: SIP Chairperson Contact's Mailing Address: 11600 E. Seven Mile Road Detroit, MI 48205 Telephone: (313) 866-0343 Fax: (313) 866-0356 Email address: amy.metcalf@detroitk12.org	

Principal (Printed Name): Dr. Carmen Mays Wilson	Telephone: (313) 401-7095
Signature of Principal: X _Carmen Mays Wilson_	Date: August 6, 2010

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

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1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

The dedicated staff at Osborn Upper School is committed to providing high quality, substantive, rigorous, and innovative educational experiences that meets the needs of all students. To this end, bi-weekly faculty meetings are held to discuss and analyze data, plan for closer curriculum alignment across the content areas, infuse research-based literacy, mathematics, and test-taking strategies that will evidence success in academic achievement. The goal of the OUS staff is to foster a collegial, college-ready, and cultural learning environment that promotes continuous school improvement.

The examination of the latest AYP status report from the State of Michigan revealed the following data with respect to the targeted subgroups:
1. Asian/Pacific Islanders (Hmong) student population declined significantly on their overall performance on the MME as by an 11.9& difference.
2. The performance of Black students declined by .5% from 2007-2008 to 2008-2009 school year.
3. Students with disabilities evidence an increase of 2.3% from the 2007-2008 to 2008-2009 school year.
4. Limited English Learners/Bilingual evidenced a 12.1% decline in performance on the MME from the 2007-2008 to the 2008-2009 school year.
5. Economically Disadvantaged students evidenced a 2.7% decline in performance on the MME from the 2007-2008 to the 2008-2009 school year.

In summation, there is an extreme criticality of need to employ all available resources, talented and gifted staff, research-based strategies, technologies, wrap around services and educational partners towards increasing student achievement of student attending the Osborn Upper School of Global Communications and Culture.

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standard

See attachment for required data.

Group	Reading			Math		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Social Economic Status (SES)	20.3	17.6				
Race/Ethnicity						
Students with Disabilities	5.2	7.5				
Limited English Proficient (LEP)	30.0	17.8				
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	22.1	19.7				
Female	18.3	17.5				
Aggregate Scores						
State						

Sub Group Non-Academic Analysis   Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	538								
Race/Ethnicity									
Disabilities	223								
LEP	34								
Homeless									
Migrant									
Gender									
Male	381								
Female	368								
Totals									

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☐ General Funds	☐ Title I School Improvement (ISI)	☐ Title II Part A	☐ Title III
☐ Title I Part A		☐ Title II Part D	
☐ Title I Schoolwide		☐ USAC - Technology	
☐ Title I Part C			
☐ Title I Part D			
☐ Title IV Part A	☐ Section 31 a	☐ Head Start	☐ Special Education
☐ Title V Parts A-C	☐ Section 32 e	☐ Even Start	
	☐ Section 41	☐ Early Reading First	
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. **Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.**

Perusal of the overall achievement data for the Detroit Public Schools prompted central office administrators to make the decision to undergo the Small Schools Redesign Initiative which was implemented during the September 2009 – June 2010 school year. Osborn Upper School (formerly Osborn University) selected the Institute of Student Achievement (ISA) as a partner in this new educational venture. The staff at Osborn University was inserviced and trained by a cadre of ISA representatives, coaches and the District superintendent in the model. Using Osborn's MDE Comprehensive Needs Assessment, like-minded educators embraced the small schools model of ISA which entailed the reconfiguration of the large comprehensive school into three small ninth grade schools and the Senior Academy (grades 10-12).

Osborn Upper School with the Letter of Agreement (LOA) between the District and the DFT, Osborn recruited a staff of dedicated teachers under the priority schools parameter. This LOA provides for incentives, flexibility in work conditions, and the school flexibility and authority to support teacher commitment, and distributed leadership. Additionally, all teachers participate in a broad range of ongoing PD that addresses their own professional growth as well as that of the school. The staff in the interest of narrowing the achievement gap for Osborn students divided into interdisciplinary teams to create, develop, and implement the seven principles of ISA:

1. Rigorous College Preparatory Curriculum, in the 21st Century-College Ready is Job Ready
2. Dedicated Staff Uniquely Assigned to Each School, No Sharing
3. Distributed Counseling, Each Student Assigned to One Nurturing Adult
4. Continuous Professional Development
5. Extended School Day/Year
6. Parental Engagement
7. Continuous Organizational Improvement

The Osborn Upper School staff with the weekly guidance of the ISA coaches using all available data and companion resources supplied by ISA will meet regularly to discuss and review the components of the transformation model that will in turn foster the adaption and modification of the school's existing program and curriculum to meet a wide range of learning styles and abilities. There will be clear, consistent and concise communication between all appropriate stakeholders resulting in a shared vision and mission for the Osborn Upper School. The staff will develop a clear understanding on what must be taught, learned, and mastered by students. There will be clear alignment of the curriculum with state and college readiness standards. Ongoing assessments inclusive of pre/post tests, summative and formative examinations, teacher-constructed tests as well as District examinations will provide data on students' progress will be infused in Osborn's transformation model. Hence, the academic, social, and emotional needs of students will guide all teaching and learning.

Action Steps

A. Identify and reach consensus on what students must learn based on data and adherence to the High School Content Expectations.
B. Set high expectations for students' academic and social behaviors and develop a student behavior model that will minimize disruptions within the learning environment.
C. Investigate, identify, and establish common formative and summative assessments using best practices.
D. Develop a clear understanding of the ISA and Transformation Models for school improvement.
E. Initiate goal-creation/ goal-setting and serve as critical friends.
F. Examine current research to support teaching and learning.
G. Commit to shared norms, with shared responsibilities as the focus for continuous ongoing school improvement.
H. Document evidence of improved practices via classroom walk-throughs, reflective faculty discussions, and the development of data-informed action plans.
I. Provide an extended school day/year to increase learning time to support the academic growth of students.
J. Increase the continuity of learning time by agreeing to 97% daily attendance by faculty and addressing the early warning signs of absenteeism, truancy, and excessive tardiness through data analysis of student's attendance patterns, and the development of appropriate interventions to increase attendance.
K. Engage in on-going job-embedded professional development throughout the school year and after school that is focused on the implementation of

research-based instructional strategies with teachers being compensated at the negotiated contractual rate.

L. Engage parents and community as meaningful partners in their child's learning by providing focused workshops during the monthly LSCO meeting and/or Saturdays.

M. Engage parents, students, and community partners in a collaborative and cooperative plan to improve student attendance and academic performance. (see parent and community engagement specialist, attendance agent).

N. All internal and external stakeholders will work in tandem towards the goal of fostering a community of learners, sustaining effective relationships, and developing responsible participants in a global society.

O. Identify the varying learning modalities of students via assessment, interest/career surveys, and teacher observation and design personalized learning plans incorporating technology, differentiated instruction, focused instruction, and project-based activities (see technology coordinator, data specialist, and academic dean of students).

P. Establishing an effective Osborn Upper School (OUS) Leadership Team based on the shared decision making model incorporating the tenets of collective responsibility and accountability.

Q. Actuate the teachers evaluation process predicated upon the attainment of pre-established District goals pursuant to the LOA for Priority A schools.

2. **Explain the school's ability to support systemic change required by the model selected.**

Like-minded educators having embraced the vision, mission, and academic goals of the ISA model will continue to provide substantive, college-readiness instruction for all students. High expectations for academic achievement for all Osborn Upper School students are the norm, and there will be the expectation that every student is important and is expected to perform well. Additionally, the recruitment of dedicated and committed teachers, having participated in the DPS District's new interview process, will ensure greater continuity in providing Osborn students with rigorous, relevant, and real-world instruction. Selected teachers have signed statements of commitment to the ISA school transformation model. Using the shared-decision making model and the creation of Professional Learning Communities (PLCs) all stakeholders will provide input and become involved in **all** efforts to improve student achievement, personalize the learning community, and work systematically to provide the social, emotional, and academic support needed by students to not only succeed in postsecondary educational pursuits, but also enter the 21st century global workforce.

Pursuant to the ISA principles of Continuous Professional Development and Continuous Organizational Improvement, the Osborn Upper School staff will engage in sustained Small Learning Community-wide (grade level teams) collaboratives designed to provide students with the academic, emotional, Habits of Work/Mind, and social skills necessary to be actively engaged in a rigorous college-ready learning environment. The use of common planning times and weekly vertical and horizontal team meetings are two important tenets embedded within the ISA model. These blocks of time will enable staff to:

1. Develop instructional goals, implementation strategies, and assessment of progress towards goals.
2. Formulate interventions/scaffolding for individual students and groups of students based on feedback and data.
3. Design interdisciplinary projects, create active list of academic and content vocabulary;
4. Analyze student work and assessment data for tailored, personalized instructional action plans;
5. Reflect on their pedagogical delivery methodologies or on their peers teaching, looking for evidence of inquiry and other essential components;
6. Discuss IEP's and individualized instruction plans for ELL, Special Needs students, and struggling learners;
7. Implement strategies for team planning, sharing/modeling teaching methods and philosophies, and self evaluation;
8. Identify areas of strengths and weaknesses to customize future professional development initiatives;
9. Conduct research on, discuss, and model best practices in teaching and learning.

Another component of the ISA model is to provide ongoing professional development for the principal and teaching staff via participation in the ISA Summer/Winter Institutes. Also, an assigned ISA coach will:

1. Identify expert schools, programs, and practitioners to learn new practices and organizational structures;
2. Provide support on collaborative planning, problem-solving, and sharing effective strategies;
3. Promote the development of the family support component;
4. Act as facilitator for professional development topics;
5. Assist in matters related to curriculum, instruction assessment, interventions, advisories, student support, and the construction of student post-graduation plans;
6. Serve as academic leadership coach to the principal.

In summation, professional development will be embedded so that it is continuous, sustained, needs-based, data linked, and integrated with theory designed to improve classroom practices of teachers.

Action Steps

A. Staff, parents, students, community partners working in collaboration with ISA will establish a new college-readiness culture with norms, instructional practices, and a committed staff that will ensure academic success.

B. Literacy and mathematics coaches will provide academic support, content expertise, and customized professional development for staff and parents.

C. Rubrics will be provided as well as subsequent training in the use of the rubrics so that the OUS staff can self-assess the effectiveness in implementing the seven principles of the ISA model.

D. Leadership development will be supported by the ISA Leadership Network in formal and informal meetings to observe best practices, share challenges and build sustainable organizational protocols.

E. Hire a full time patent and community engagement specialist to increase parent/student participation in school, procure community partners/resources, and acquire sponsorships from faith-based organizations, colleges/universities, recreation centers, credit unions, Osborn alumni, and career professions to join in the commitment to provide wrap around services for students.

F. Hire an on-site full time attendance agent to address attendance problems.

H. Hire a data specialist to collect and analyze, relevant school data as well as provide training and support for teachers in the delivery of data-informed instruction.

I   Purchase site licenses for online programs that will be used to provide credit recovery, differentiated instruction, and computer-assisted instruction designed to meet the diverse learning needs of all students inclusive of targeted subgroups: special needs students, ELL, and students at-risk of falling between the cracks.

J. Hire two full time Intervention Program Assistants to provide academic support by providing one-on-one tutorial assistance for struggling learners within the classroom or on a pull-out basis.

K. Provide monetary incentives to teachers whose students **(80%)** meet or exceed proficiency levels on the District's Q4 Assessments in English and mathematics and to teachers with **(80%)** of their caseload exhibiting a 95% daily attendance rate each card marking, and to advisory teachers that have (80%) of their advisees read a total of **ten** books a semester using the District provided Accelerated Reading Program.

M. Hire 2 Literacy coaches, 2 math coaches, and 1 Intervention Support Coordinator to provide intensive academic support for teachers in reading and mathematics as well as emotional and social support for teachers to minimize disruptive behaviors within the class room learning environment.

N. Hire a part-time (2 hours per day) software specialist to train teachers on the use of the various Microsoft applications and the creation of multimedia

projects for students.

O. Hire an Academic Dean of Students who will work in concert with the principal, staff, parents, ISA coach, and student body to coordinate all academic programs by establishing systems for collecting, disaggregating, analyzing, monitoring, and using data to increase student achievement.

I. Hire a counselor to provide course-selection guidance to students, balance students' interest with their career aspirations, and render adequate academic and social support for student success in college-level courses.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

	Reading			Math		
Grade	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
11	24	19	20	4	4	5

The combined MEAP/MME scores for Osborn Upper depict a school struggling to provide its students with strong skills in mathematics, as evidenced by the fact that the percentage of students meeting state proficiency levels across the three-year period is hovering around 4.3%. Reading scores show an uneven pattern of performance, with a five-point decline from 2007 – 2008, and then a minute incremental increase of 1% in 2009. The school will need to be able to launch a rapid upward trajectory in both mathematics and reading; paying particular attention to all subgroups. Initiating substantive and sustainable literacy and numeracy strategies across the curriculum will be of paramount importance during the forthcoming three years; however,

significant resources, time, energy, and community/parent /educational partnerships must be forged and actuated to meet this awesome challenge.

3. **Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.**

The mission of Osborn Upper School is to infuse the principles of the ISA model within a comprehensive college readiness setting that promotes Habits of Mind, Habits of Work, self-discipline, motivation, and excellence in academic achievement. To this end, the staff will weekly convene in grade level and interdisciplinary teams to analyze achievement data to align teaching and learning strategies that will ensure academic and social success for all scholars in a safe, nurturing learner-centered environment.

The Osborn Upper SLC will use their common planning times and team planning times to develop systematic approaches for students to learn, practice, and exhibit their deep understanding of literacy and numeracy. Additionally, the teams will meet weekly to reflect on progress towards goals, examine organizational structures that support student outcomes, and use evidence to assess and specify next steps. Adjustments in goal attaining strategies will be made upon review of the on-going gathering and analysis of formative data. Multiple forms of data (summative and formative) will be utilized to make informed decisions about instruction and interventions for students.

The principal as instructional leader will conduct walk-throughs to provide feedback and monitor the delivery of instruction. Also, the principal will provide the necessary support i.e., common planning times and the facilitation of customized professional development that reflect the vision, mission, and goals of Osborn Upper School as well the need to build faculty capacity.

Action Steps

A. Review and analyze achievement data to design instructional lessons for both accelerated and struggling learners.
B. Review common assessments after they are administered to the focus on additional content area instruction and academic support.
C. Develop peer mentoring/coaching procedures that will allow teachers to observe other staff member teaching the same content area class and provide feedback.
D. Provide support programs e.g., academic tutoring, test preparation, attendance intervention, and counseling for struggling learners as identified by assessment and/or staff referrals.

E. Counselors and the Academic Dean will review assessment data and common transcripts to assign the appropriate courses for students e.g., seniors on target to graduate and students in need of credit recovery.

F. Instructional staff, ISA coach, and the literacy and math coaches will collaborate in content teams to ensure consistency of standards, adherence to the High School Content Expectations, and the development of common unified formal and informal assessments.

G. Counselors and the Academic Dean will review students' transcripts and provide concurrent dual enrollment opportunities and college-preparatory sequence of courses.

H. Participate in PD to develop data-informed action plans using best practices designed to improve instruction.

I. Participate in PD for assessing data via Learning Village and designing appropriate instruction for students.

J. Use differentiated instruction, project-based activities, anchoring activities, flexible cooperative/small groups, alternative assessments, and effective tiered lessons that support enhanced teaching and learning for students.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

A key component of the ISA model is the implementation of common blocks of planning time. An ISA coach will work with the grade level teams during their weekly meetings. Hence, the teachers at Osborn Upper School will engage in collaborative problem-solving, coaching, and facilitating to focus on best practices. School team meetings and flexible scheduling will be provided to support teachers and other school staff that will enable them to meet the diverse cognitive, emotional, and social needs of students. The ISA coach will facilitate team meetings weekly to determine goals for Professional Development, plan PD sessions, and assess the effectiveness of Professional Development in-services

Action Steps

A. Staff will bank their District required faculty meeting time into two-hour blocks of collaboration to identify innovative instructional strategies, build faculty capacity, and analyze achievement data.

B. Leadership team, consisting of the principal, ISA coach. literacy/math coaches, and one lead content area teacher will meet to problem-solve, investigate, and seek solutions for school improvement.

C. Principal will work with the staff to develop a strong professional culture in which teachers, coaches, parents, and inputs from students continuously collaborate.

D. Principal will facilitate effective team building by working with ISA to define the purpose, set measurable goals, create norms for operating, set agendas, assign tasks, provide relevant feedback and encouragement for continued professional growth and development.

E. Leadership team will create overlapping communities of practice, sharing the vision, mission, and values focused on improved practice and student outcomes.

F. Create opportunities during team meetings and common planning times to analyze and disaggregate testing data, participate in study/inquiry groups, spearhead enrichment activities, and engage in professional development.

G. Leadership team will work in tandem with the staff to develop an incentive program for staff member that exhibit 97% daily attendance, 100% participation in professional development, and 80% of the students in English and mathematics demonstrate proficiency at or above grade level on the Districts Q4 assessments.

H. One staff member will collect, compile, and complete all SIG related reports and provide technical assistance.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

The Osborn Upper School fosters the belief that education is a partnership between students, parents/guardians, school, and community. Hence, parent engagement centers on the awareness of the school program and the critical involvement needed to support students' success in school. The Osborn Upper School staff will strive to not only recruit parent volunteers to serve as liaisons between the school and other parents, but also partner with community organizations to offer classes that will assist parents/guardians with their engagement in their child's education. Our school facilitates involvement through Parent-Student Orientation, Open House/Parent Night, senior meetings (12th graders), financial aid workshops, parent-teacher conferences, the Local School Community Organization, Parent Network, Title 1 meeting, student exhibitions, assemblies, service-learning projects, field trips, and athletic activities. Every effort is made to keep parents/guardians apprised of school events, students' academic and behavioral conduct, testing dates, and other relevant policies via newsletters, school calendars, progress reports, report cards, blackboard, and telephone calls throughout the school year. Additionally, each student will have an advisor (significant nurturing adult) who will monitor students' academic progress, resolve conflicts, provide tutoring, and garner outside community resources to provide wrap-around services.

Action Steps

A. Parent and Community Engagement Liaison will assist in the facilitation of parent, student, and home collaboration using a variety of mediums i.e., newsletters, telephone contacts, and technology.
B. Parent/Community liaison, attendance, and staff will design, organize, and participate in a monthly parent meeting to discuss students' academic and attendance progress.
C. Parent/Community liaison, support staff and instructional staff will work collaboratively to identify and resolve issues relative to the academic, social, and well-being of students based on assessment data and staff referrals.
D. Staff will communicate to parents the importance of sustaining a positive relationship between their child and the school via parent teacher conference, LSCO meetings, and extra curricula programs/events.
E. Staff, ISA coach, and parent/community liaison will collaborate with parents to review current research and implement strategies that will increase academic achievement.
F. Engage parents as an integral part of the leadership team to monitor their students progress, volunteer in the school, and participate in on-going professional development.
G. Involve parents in sponsoring workshops and the distribution of relevant information via the Parent Resource Center.
H. Create opportunities increase parents literacy, technology, and child development skills.
I. Assist parents in the development of personalized educational and career goals for their child.
J. Recruit community partners such as business corporations, faith-based institutions, recreational centers, colleges and universities, non-profit organizations, health care providers, Osborn alumni, and other career professionals to provides much needed resources, internships, job shadowing opportunities, scholarships, and mentorships.

SECTION III: PROPOSED ACTIVITIES

1. **Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.**

To accelerate high school improvement, increase graduation rates, and prepare students for the rigors of postsecondary education, the Osborn Upper School has adopted the transformation model incorporating the seven principles of the Institute of Student Achievement (ISA). This model is designed to improve student outcomes by changing how the school and classrooms operate. The proposed activities are designed to bring about a cultural transformation in which Osborn Upper School's human, intellectual and social capital, systemic structures, and instructional program work in tandem synergistically to become a high performing small school learning community focused on changing the life trajectories of students.

The development of on-going job embedded staff development will empower educators as individuals, as school faculties, and as district faculties. Targeted Professional Development initiatives serve as a source of school renewal with respect to curricular coherence, the integration of technology in the classroom, and the implementation of diverse pedagogical strategies. Using the ISA model, interdisciplinary teams will use common blocks of time to analyze student achievement data, conduct research, discuss student work, plan across curricula inquiry-based and service learning projects, and publicly share teacher practices. Additionally, job embedded Professional Development will be facilitated at the Osborn Upper School via the use of District, Wayne RESA, ISA, and outside consultants as well as the creation of a professional learning community, and study groups which will allow teachers to develop a keen understanding of the connection between Professional Development and student learning as well as differentiated instruction.

Developing a strong parent-family-community partnership is vital to the success of Osborn Upper School's academic program. When parents and the school work together student achievement improves dramatically. Working cooperatively with parents, students, and community members the Osborn Upper School learning organization will demonstrate better student attendance, the completion of more homework, an enhanced positive attitude toward school, better behavior, higher graduation rates, and a greater enrollment in postsecondary colleges and universities.

The proposed program activities for the Osborn Upper School Transformation model which will incorporate the seven principles of ISA will include the additional support provided by:

Research and Evidenced Based Instructional Program

All members of the school (PLC) share in the responsibility to immerse learners in reading, writing, speaking, and listening in ways that are used to further understanding of all content, to encourage critical meaning –making, and to fashion responses and products. All members also share the responsibility to provide students the opportunity to develop their understanding of numeracy.

During common planning times, grade level teams meet weekly with their ISA coach. Instructional goals, implementation strategies, and assessment of progress towards goals frame the agenda and conversation at team meetings. Teams use multiple forms of data in order to develop long range organization goals and plans, e.g. development of a reading/math college readiness program. There is an ongoing cycle of setting goals, analyzing data, and formulating interventions or changes in response to the data. Data sources include: formative and summative assessments, ISA feedback reports, walk-throughs, critical friends processes, surveys, etc. Individual and systemic interventions are driven by team reflection on progress towards the goals. Administrative and team decisions are linked to instructional goals and student outcomes.

The services of **(2) Literacy Coaches** will be used to assist the Osborn Upper School staff as follows:

- Design Integrative Units
- Develop Small Group Activities
- Design Representing-to-Learn Exercises
- Classroom Workshops
- Authentic Experiences
- Development of Essential Questions/Inquiry-Based Instruction
- Reflective Assessments that exhibit the attributes of choice, responsibility (Habits of Work and Habits of Mind), expression, and community
- Model high quality reading instruction which will be infused across the curriculum
- Coordinate a literacy plan aligned with the High School Content Expectations
- Design and analyze ongoing assessment to ensure that students do not fall too far behind to achieve academic standards
- Provide additional help for struggling readers
- Support teachers in the implementation of reading techniques through Professional Development opportunities
- Maintain an advisory group pursuant to the ISA model on distributive counseling

The service of **(2) Mathematics Coaches** will be used to assist the Osborn Upper School staff as follows:

- Design Integrative Math Units
- Model Small Group Activities
- Develop learning models based on relevant real-world themes
- Provide individual mathematics instruction for struggling students
- Assist teachers with setting goals on the incorporation of numeracy concepts and skills across the content areas
- Design Mathematics Representing-to-Learn Activities – Student Exhibitions
- Assist teachers with the development of cognitively oriented instruction
- Model constructivist instructional activities
- Design math contests and competitions

- Design and analyze ongoing assessment to ensure that students do not fall behind academically
- Provide academic assistance in the math content areas of Algebra ¾, Pre-Calculus, Trigonometry, and Geometry
- Provide assistance with technology in the classroom i.e., graphing calculators, interactive smart boards, geometer's sketchpad etc.
- Support teachers in the implementation of mathematics instructional strategies that will deepen students understanding of numeracy
- Maintain an advisory group pursuant to the ISA model of distributive counseling

The services of **(1) Academic Technology Coordinator/Ed.Tech.** The role of the coordinator is to provide academic support to the instructional staff (emphasis on English and mathematics teachers) using technology to obtain information and to create multimedia presentations. He/she will not only help students make library skills and information problem-solving skills part of their daily lives, but also empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The job requirement will include the following:
- Help teachers integrate media and technology into their classes
- Assist staff and students in using technology to obtain information
- Develop a cadre of resource people from staff, parents, and community
- Develop, implement, and periodically evaluate a technology oriented in-service plan
- Help to develop and implement acquisition of hardware and software for the Osborn Upper School
- Provide a Resource Center for students and staff
- Access information in a variety of formats
- Provide assistance to students in developing media projects and student exhibitions
- Help students become effective users of ideas and information
- Provide instruction in media literacy and technology skills
- Manage and administer the Star Reading assessment and coordinate the Accelerated Reading and Math Programs

- Assist teachers in using Web tools i.e., blackboard, blogs, electronic grade books, PowerPoint, Digital Portfolios, etc.
- Assist staff and students in conducting research using MLA and APA formats
- Give book talks, sponsor book clubs, participate in the OUS Silent Sustained Reading (DEAR) Program, advisory, and develop classroom libraries (Townsend Press)
- Provide professional development in new and emerging technologies
- Participate in content and grade level team meetings to provide assistance with curriculum development and assessment projects that are aligned with the Michigan High School Content Expectations
- Provide academic and technology support for the Knight Twilight Program before school/after school and on Saturdays, as needed.

The services of one **(1) Data/School Improvement Coordinator**
 The role of the coordinator will be to participate in the weekly teacher team meetings/common planning times to assist in the development of common lesson plans, assessments, and professional development initiatives to ensure that the ISA principles as well as the mission and goals for Osborn Upper School are met. Constructive engagement between ISA and the Osborn SLC will result in providing a broad range of academic, social, and cultural experiences for students that will enable them to be successful in college, the world of work, and responsible citizens in the 21st century global society. The job duties will include:
- Establish, implement, and monitor a continuous process of school improvement.
- Gather all relevant data i.e., test scores, report cards, student/staff surveys, etc. and input into a spread sheet for staff review.
- Implement a collaborative and ongoing process for improvement which aligns the functions of the Osborn SLC with the expectations for student learning.
- Demonstrate the process that is made in improving student performance and school effectiveness.
- Work with the ISA coach and Osborn staff to identify areas of strengths and opportunities for improvement.

- Work with the ISA coach to engage the staff in a continuous process of evaluation and improvement that articulates the vision, mission, and purpose of the Osborn SLC.
- Engage all stakeholders in the process of continuous school improvement.
- Work with the ISA coach and Osborn SLC to design and implement professional development opportunities predicated upon data.
- Engage staff in activities that focus on best practices, curriculum, technology, and alternative ways to assess student learning.
- Collaborate with all stakeholders e.g. parents, students, community partners and the Osborn SLC to develop the school improvement plan.

Safe School Environment the Meet Students' Social, Emotional, and Health Needs

ISA's model of distributed counseling ensures that all members of the school have a role in making it a caring community. All adults are responsible for knowing students well and providing a caring, safe, and supportive environment for them. Students are taught to take a proactive role in activities such as peer mediation and conflict resolution.

The services of **(1) Attendance Officer** will be used to help the Osborn Staff in the following ways:
- Investigate absence reports of Osborn Upper School (OUS) students
- Provide material relief for students i.e., clothing vouchers
- Investigate to determine the accurate demographic information of OUS students
- Issue work permits to minors fourteen to eighteen years of age
- Provide for the effective utilization of all available community services and resources
- Serve as a liaison between the school and home
- Make home visits to acquire information and discuss school related problems i.e., absenteeism, illness, behavior problems, and other matters pertinent to the increased academic achievement of OUS students

- Identify and encourage recruitment of parent volunteers
- Provide relevant information to parents and students about OUS policies, procedures, school rules, programs, and extracurricular activities
- Work closely with the OUS school personnel, parents and students to resolve student problems in academic achievement and attendance

The services of **(1) Counselor** for the **10th Grade Cohort** (students behind in credit hours and need accelerated credit recovery)
The role of the guidance counselor is to advocate for students in both their academic and personal lives. He/she will utilize a systematic guidance approach for all students in grades 10 through 12. Counseling will be provided to students in the areas of academic achievement, career development, college admissions, and social development. The job responsibilities include:
- Assist students in planning, monitoring, and managing their personal, academic, and career development
- Address the immediate concerns and needs of students on a referral or self-initiated basis
- Initiate staff and school support activities and services:
    1. Conflict Resolution/Peer Mediation
    2. Anger Management
    3. Violence Prevention
    4. Decision-Making
    5. Appropriate Behavior
    6. Awareness of educational/scholarship opportunities
    7. Career Awareness
    8. Career and Technical Training
    9. Work with staff and students to develop a 4-year, college-going program
    10. Academic and School-related Concerns
    11. Tardiness and Truancy
    12. Physical, sexual, and emotional abuse and issues with sexuality, and teenage pregnancy

The services of **(1) Social Worker**

The role of the social work is to assist students with their physical, mental, and financial problems. He/she will use a systematic approach in dealing with students, make recommendations, and develop action plans that will help students improve their lives academically, socially, and emotionally.

The OUS social worker will help students to:
- Increase academic success
- Improve interpersonal relationships
- Cope with crisis situations and family issues
- Develop self-discipline
- Learn problem-solving and decision making skills
- Resolve conflicts without violence
- Improve attendance
- Build self-esteem
- Handle grief, loss, and death
- Cope with stress
- Seek intervention for substance abuse
- Remain in school and graduate

The OUS social worker will assist parents by helping them to:
- Participate more fully in their child's education
- Identify and meet their child's social and emotional needs
- Access programs available to students with special needs
- Use school and community resources more effectively

The OUS social worker will assist staff in the following:
- Complete psychosocial assessments and diagnosis of behavioral disabilities and provide recommendations and/or environmental manipulations at school, home, and in the community
- Provide individual and group counseling to students
- Make referrals to outside agencies
- Assist teachers with students having behavioral issues
- Provide information about community resources
- Participate in the IEP process
- Serve as a liaison between school, family, and the community

The ISA model of required advisories provides each student with an adult advocate who knows the student well and is responsible for family contact, case management, and the development and implementation of viable parent involvement strategies.

The services of **(1) Academic Dean of Students**
The role of the student advisory coordinator is to work in conjunction with the staff to help coordinate, direct, and plan the academic or auxiliary activities of the Osborn Upper School. His/her duties will include:

- Meet weekly with staff in their team meetings and common planning times to discuss educational activities, curricula, assessment mandates, and strategies for improved teaching and learning
- Provide counsel and guidance to students regarding academic, personal, behavioral, or other school related issues.
- Monitors the attendance and disciplinary actions of students
- Participates in distributive counseling via advisory
- Organizes and directs committees of volunteers, specialists, community leaders, and staff to provide advisory or technical assistance for programs
- Develops partnerships with community organizations and institutions of higher learning to help meet the needs of implementing a viable a college-readiness curriculum
- Supports staff and parents that function to improve the learning environment of OUS for students
- Teach classes, developing with rapport with the students, and resolving disputes
- Directing school assemblies and other special events throughout the school year
- Develops emergency response safety plans and assist in the preparation of all relevant District reports
- Co-chairs the School Improvement Team and facilitates the in preparation of the SIP Grants as well as other grant applications
- Monitors, directs, and coordinates the school-wide testing program
- Maintains all documentation and records as required via logs, computer programs, or other programs
- Sponsors student organizations or clubs and coordinates field trips

- Attends parent and community meetings as well as athletic events
- Work in tandem with the support staff i.e., social worker, counselors, behavioral specialists and teachers to develop comprehensive intervention plans for struggling learner as well as behavior modification plans for disruptive students
- Monitors the in-house academic assistance program and oversee the Knight Twilight Program (Credit Recovery) with data support to ensure that students have mastered the content before being awarded credit.
- Provide one-on-one tutorials and peer tutoring opportunities for students before school, after school and/or on Saturdays.

The services of **(1) Intervention Support Coordinator**

The role of the Intervention Support Coordinator is to provide primary intervention to students identified as exhibiting behavioral difficulties that impede their social development and academic success. This position enhances the wrap around services component of the Osborn Upper School's plan to promote academic excellence for **all** students. The job requirements include:
- Work with parents/guardians to enhance their skill building capacity as it relates to engaging their students academically.
- Collaborate with the Osborn Upper School staff during their common planning times and/or team meeting times to provide professional guidance to students identified as exhibiting disruptive behaviors.
- Collaborate with counselors, social workers, and teachers to provide "best practice" programming for students.
- Work with the Osborn Upper School instructional staff to write Functional Behavioral Analysis Action Plans.
- Implement an individualized behavior modification intervention plan based on the student's specific needs.
- Serve as a filter for all student referrals, and make recommendations to the Osborn Upper School staff predicated upon the student's academic/social history.
- Design replacement behaviors for students exhibiting chronic unruliness in the classroom.
- Work with transitioning students in the 10th Grade Cohort

- Participate in truancy response for students exhibiting more than 3 unexcused absences.
- Monitor the academic assistance plan for students before or after school and/or Saturday school.
- Meet weekly with those students whose behavior warrants intervention to prevent their behavior from escalating.
- Organize resources to support student learning in the classroom, the school, and the community.
- Work cooperatively with parents to generate their support and confidence in the staff of the Osborn Upper School learning organization at large.
- Design and implement seminars, workshops, and individualized consultation with the staff on topics related to creating positive student behaviors in the classroom.

Parent Involvement and Community Engagement

The parent involvement component seeks to partner parents and legal guardians with the school in order to build an active, cohesive, and supportive community within which all students can thrive and succeed. Parent involvement is maintained through regular reciprocal communications between parents and the school. The school will implement a coordinated and cohesive parent involvement program.

The services of (**1) Parent and Community Engagement Liaison**
The role of the parent/community liaison is to improve parents and family involvement within the school and in the community. He/she will serve as a liaison between Osborn Upper School and the students' families. Garnering school, family, and community partnerships are essential to assuring that all students receive high-quality educational experiences. Working cooperatively these vital partnerships will participate in goal-oriented school improvement activities that will link student achievement with school success.
The job duties will include:

- Contact parents/families personally to encourage increased participation and involvement in school and the community
- Attend school and community meetings – DPS Parent Network
- Learn the OUS school policies, procedures, rules, mission and ISA design
- Support teaching and learning by addressing the social and academic needs of students
- Recruit community partnerships
- Maintain the parent resource center
- Design and implement relevant parenting classes
- Design, publish and distribute a monthly parent newsletter
- Serve as chaperones for field trips
- Recruit parents to participate and support Osborn Upper School programs and activities
- Help mediate and resolve parent complaints
- Monitor the students participating in the Knight Twilight Program (Credit Recovery) before/after school or on Saturdays
- Develop and maintain a parent hotline for school-related news, events, and information
- Design and participate in parent professional development initiatives i.e., the use of technology, literacy, numeracy, and building parent/student capacity
- Participate and provide input on the OUS School Improvement Plans/ SIP Grant Application and Title 1 Expenditures

On-going Targeted and Job Embedded Professional Development

Teachers possessing strong content knowledge and are equipped with myriad pedagogical strategies will make a greater impact on student learning. Participation in targeted professional development will enhance teaching quality as well as the delivery of instruction. Perusal of Osborn Upper School's MME data revealed small incremental gains were made in the areas of reading and mathematics. Hence, professional development initiatives must have a laser-like focus on critical reading and numeracy strategies. In addition to the ISA Institute predevelopment, ISA will provide individualized onsite coaching on issues ranging from classroom strategies to the design and implementation of portfolio assessments.

Norms will be established for networking, sharing best practices, and communicating using technology. Possible topics may include:

- Standards (state and college readiness)
- District Initiatives
- Data Analysis
- Reading Apprenticeship
- Close and Critical Reading
- Using Blackboard and other Web Tools
- Accelerated Reading Across the Curriculum
- Differentiated Instruction
- Co-teaching in a full inclusion model
- Using Technology in the Classroom
- Project-Based Instruction
- Inquiry-Based Instruction (pursuant to the ISA model)
- Teaching At-Risk Students
- Strategic Mathematics Instruction
- Strategic Reading Instruction
- Preparing Students for High-Stakes Tests
- Rigor in the Classroom

Vendors:

1. ISA
2. Eye on Education
3. Heinemann
4. Taylor-Cox Instruction, LLC
5. Staff Development Workshops
6. ECM Educational Consulting
7. WayneRESA
8. DPS District Curriculum Specialists

Extended School Day and School Year – Increased Learning Time

- **The Knight Twilight Program – 10th Grade Cohort Credit Recovery**

The Knight Twilight Program will be Osborn Upper School's credit recovery program for those tenth grade students and/or special needs students that are behind in earned credit hours. The classes will be held after school and/or on Saturdays using a combination of project-based and online instruction.

Suggested online programs include:

E20-20

PLATO

Vantage

MI ACCESS

Michigan Virtual

Fast Forward Brain Based Learning Software

- **Enrichment**

ACT Tutoring

National Honors Society

DACEP or F.U.S.E.

VSA – comprehensive after school fine arts program

Academic Games

Journalism- publish the Knight Newsline

S.H.I.N.E. Program

Web Design

Digital Media

Foreign Language

Great Books

Chess Club

Vocal

Service Learning

Debate Team

Robotics

Health/Wellness and Fitness Classes

Action Steps

A. Staff and the ISA coach will examine and analyze all student
   achievement data to make informed instructional decisions.
B. Counselors, academic dean of students, data coordinator and staff
   will develop personalized learning plans for struggling learners and
   subgroups.
C. Students will participate in taking online courses to reinforce skills,
   (Double dose), differentiate instruction, recover credits, or obtain
   vital elective credits.
D. The data specialist, academic dean, counselor, and Ed. Tech will
   monitor students' progress, gather all data and disseminate that
   information to the instructional staff to develop a focused
   school-wide action learning plan.

- **Teacher Stipends for Extra Work**

Pursuant to the ISA model, student must be granted increased learning
time in the form of additional opportunities to experience academic
success with a challenging college preparatory curriculum. Hence, the
extended school day/year will enable the OUS staff to provide students
with the time, attention, and other supports necessary for their success
with the challenging college prep curriculum. The extended time frame
also allows for intensive skill building, talent development, service
learning, and enrichment opportunities. The ISA principle of extended
school day/year delineates extending personalized and challenging
learning opportunities:

- Skill development
- Assignment completion
- Homework/tutorial
- Test preparation
- Talent development and enrichment
- Internships and "world of work" experiences
- Community service projects
- Curriculum-connected travel and tours

Offerings in the extended day/year program address academic skill development as well as offer students opportunities to complete and revise work. The increased learning time functions as a well-integrated continuation of the school day.

The phrasing out status of the Osborn Upper School translates into a smaller staff; however, the voluminous workload required to achieve DRAMATIC increases in student achievement escalates exponentially. The development of integrated cross curricular units, SIP reports/grants student projects, content specific testing activities, professional development seminars, tiered lessons, tri-level study guides, field trip applications/rationales, the creation of rubrics, alternative assessments, common content exams, and the completion of the numerous District reports will require an inordinate amount of energy, time, effort, and research. As common planning and team meeting times are designed for curriculum activities and discussions about student work, there will still exist the need for additional opportunities to complete the per functionary tasks regulated by ISA and DPS.

- **Technology**

    Students will participate in a wide range of school supported summer learning experiences. Class and student project center equipped with hardware and technology research tools will be open to students before, during, and after school hours. Also, facilities, including the library and computer labs, will be open for students to use for increased learning time. High school students living, working, and learning in this information-rich society must be able to use technology efficiently and effectively. Four computer carts, LCD Projectors, four Smartboards, Elmo documents cameras, IPOD cart, copiers, and other technological equipment will be purchased to provide technological access for the credit recovery program, reading and math labs, support for the English Language Learners, students with disabilities, and differentiated instructional opportunities. Thus, the integration of technology into the classroom will allow student to:

    - Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.

- Facilitate the efficient use of online information resources to meet the needs and skills for the 21st century: collaboration, investigation, publication, communication, and productivity.
- Contribute to their content-related knowledge base which than can be used to compile, synthesize, produce, and publish information in a creative and innovative format.
- Apply key concepts such as causality, change, conflict, contrast, similarities, and complexity to explain, analyze, and show connections in content-related learning.
- Allows students to enter the process of critical inquiry to reconstruct and reinterpret content-related learning using myriad sources, checking the credibility while validating and weighing evidence.
- Foster collaboration of social skills, basic interaction, team building, classroom community, cooperative discipline, and conflict resolution.
- Provides for the differentiation of instruction for subgroups: special needs, English Language Learners, and struggling learners in reading and mathematics.

2. **Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities**.

The ISA principle of continuous organizational improvement is based on the premise of program accountability via the use of data to monitor and refine program components. Hence, the ISA team composed of Kim Gray, Program Manager, and the ISA coach along with the Osborn Upper School staff will meet weekly to ensure that the academic program is aligned with ISA's Seven Principles and is fulfilling the goal to create and sustain an intellectually rigorous and caring personalized learning environment.

Team meetings will provide the forum for continuous organizational improvement as well as the facilitation of laser-like focus on accountability for measurable results. Common planning time and team meetings will be held to self-examine and self-monitor the substantive components of the overall academic program i.e., curriculum, delivery of instruction, use of time, class organization, professional development,

and the examination of student work to ensure coherence and effectiveness. Customized professional development will be provided to enhance instructional capacity and responsiveness to the needs of the learners

  i. Staff and ISA coach will link student data with teach data to inform instructional practice and drive measureable and dramatic changes in student achievement.
  ii. Staff, parents will participate in professional learning opportunities to analyze and discuss best practices, view relevant videos, read and study pertinent research and professional literature.
  iii. Staff, parents, students, with the assistance of the ISA coach will strive to build a data culture.
  iv. ISA will offer professional development opportunities to the Osborn Upper School to ensure the focused implementation of the seven ISA principles.

The purpose of professional development is to build the capacity of ISA teachers and counselors to develop a program at OUS the effectively implements ISA principles so that students achieve at high levels and are adequately prepared for college and the world of work. Professional development has three components: 1) customized training on an as-needed basis, 2) regularly scheduled coaching targeted to program development and strategic planning, and 3) the infusion of technology into the curriculum.

  i. **Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need**.

Effective classroom teachers use a variety of informal and formal data to guide their delivery of instruction. That data will then be analyzed to plan substantive lessons that are differentiated to meet the needs of their students. Also, the continuous use of data allows teachers the opportunity to determine how college-ready their students are as well as their social and emotional capabilities essential to college

ii. **Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.**

ISA coaches will assist in analyzing school data when writing their school improvement plans, developing and adjusting strategies and examining research evidenced based strategies. Student progress and teaching/instructional effectiveness is continually evaluated using local mandated standardized measures and district/teacher made assessments, Learning Village, MME, ACT, PLAN, PSAT etc. will be utilized to gauge student progress.

iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

At the beginning of the school year the Osborn Upper School staff will thoroughly examined the ACT/MME data, District Q4 Benchmarks, the Star Reading assessment, the grade distribution, and attendance reports. Using their common planning times the teachers will develop a spread sheet of all relevant data sources and look for trends and patterns. Once the deficit areas have been identified the OUS team will craft a school-wide literacy and numeracy action plan, testing plan, and content specific instructional plans. Additionally, smart goals will be developed: specific, measurable, attainable, results-oriented, and time-bound. Hence, the comprehensive and purposeful approach to the disaggregation of Osborn Upper School's data will not only inform the instructional practices of teachers, but also support the strategic parts of the school improvement plan. Additionally, a balanced assessment and accountability system will provide teachers with timely feedback as well as accessing data so that teachers, students, and parents can evaluate students' knowledge and skills, plan for future educational endeavors, and adapt instructional activities based on student needs.

iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (http://www.nsdc.org/standards/index.cfm) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The Osborn SLC utilizing the principle of collective responsibility and accountability promotes the participation of staff, parents, students, and community partners in the development of the school improvement plan. The ISA coach will provide a support in implementing the seven principles by:

1. Program Planning and Implementation
   A. Ownership
   B. School Leadership
   C. Student Enrollment
   D. Program Assessment
   E. Parent Involvement
   F. Documentation

2. Curriculum and Instruction
3. Team Development

ISA has developed a matrix entitled **Progress on Implementation of ISA Model of Small School Building – Wide Conversion** which outlines the ISA school plan. The program components include: 1) Small School Organization, 2) Campus Governance, 3) Distributed Leadership, 4) College Prep Instructional Program, 5) Distributed Counseling, 6) Continuous Professional Development, 7) Parent Involvement, 8) Extended Day/Year, and 9) Continuous Organizational Improvement. This instrument is used as a backward planning design allowing the OUS leadership team to collaborate and identify time lines inclusive of District mandates. This resultant real-time living document is brought before the staff, parents, and community leaders for input and a calendar of events is developed.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

   SIP chair with responsibility to provide a summary of progress and monitor the fidelity of new initiatives. Develop a schedule for prescribed period of time to collect, analyze and monitor performance and guide improvement. SIP chair will be given time dedicated to data analysis to document sustainable changes for student academics, attendance, data and data related to all Professional Development.

   School Improvement Grant Coaches and Providers will be provided to support school teams with the school improvement plan and grant implementation and monitoring.

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS
School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		

Polices/ Practices	In Place	Under Consideration	Not Needed
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998